Allegany County Public Schools
2018 – 2019 School Improvement Plan

School: Center for Career and Technical Education   **Principal: Mrs. Candy Canan**

Allegany County Public Schools

INTEGRATED EDUCATIONAL FRAMEWORK

Mission, Vision, and Core Values

Mission Statement

The Career Center's mission is to create a safe environment where all students can learn. Learning at CCTE is an inclusive a
porative effort of students, staff, family and community. This Collaboration creates the foundation to participate responsibly,
hnology, to succeed in the workplace or post-secondary education, and achieve optimal individual growth in a diverse and cha
world.

Vision

Our vision is to provide a focused, caring, and stimulating environment where ALL students will recognize and achieve their fullest potential while preparing to make their best contribution to society.

Core Values

1. Create an atmosphere in which students can learn and develop to their maximum abilities.
2. Keep lines of communication open among students, teachers, administration, home and community.
3. Provide opportunities for effect preparation for skill training that will lead to employment, apprenticeship, or post-secondary education.
4. Promote citizenship by participating in the duties and responsibilities that come with being a member of the school

community.

A. VISION, MISSION, CORE VALUES, AND LEADERSHIP

1. What is the role of the principal in the School Improvement Process at your school?
   The principal of CCTE is a member of the school improvement team. She collaborates with the chairperson
   the meeting and facilitates the meeting. She is open to input from all members of the team and tries to imple
   suggestions in a timely manner.

2. What is the purpose of your school leadership team in the School Improvement Process?
   The Leadership Team helps to disseminate school-based professional development information that will facili
   improvement in all areas of the school. Our purpose is to raise up children to their potential and and to have
   students graduate ready for college and/or careers.

3. Does your school improvement team (SIT) represent your entire school community, including parents/gu
   Community involvement takes many roles at the Career Center including both PAC committees as well as L
   Advisory Boards and the CCTE Foundation. Our school has a deep connection to the larger school communi
   with business and industry. Because of this, we are able to consistently implement practices at the suggestion
   groups that further our mission and goals toward school improvement.

4. What additional opportunities exist for everyone in your school community to meaningfully participate i
   decision-making processes?
   Faculty meetings are held monthly as well as quarterly SIT meetings. Additionally, Program Advisory Comm
   (PAC), Local Advisory Committee (LAC) and Building Trades Foundation meetings are held throughout the
   The ACTE Leadership Team works together to look at data and develop meaningful professional developmen
   and activities for staff. Additionally the Principal and Guidance Counselor are members of the Curriculum
   We have a student council that is led by our Academy of Health Professions Instructor who takes suggestions
   brings them before the administration and/or faculty for discussion. Our SkillsUSA student officers also are
   responsibility to communicate with building administration when planning events. Faculty conducts and con
   surveys that drive discussions on positive change and works together to bring the importance of the data to tl
   students, through the implementation of data discussions.

5. What is the process for developing a shared understanding and commitment to the vision, mission, and c

Allegany County Public Schools

**Faculty and staff at the Career Center practice the vision, mission, and core values every day. The plan is ma
available on the school website for parents as well as community members to view. The mission and vision ar
each year, and throughout the year, to ensure our practice is consistent with our goals.**

6. When was the last periodic review of the vision, mission and core value?
    **The last periodic review of the vision, mission and core values took place at a professional development
    meeting on August 22, 2018. The faculty voted to continue with the current mission and vision established fo
    school. We dissected our Vision Statement into the What, How, and Why when discussing Simon Sinek's Gol
    Circle to bring relevance to the System Wide Powerpoint provided by Dr. Brown. We determined the followi
    What? We strive to have ALL students recognize and achieve their fullest potential. How? By Providing a
    stimulating, focused, and caring environment. And, Why? Because we want them to each make their best co
    to society. Our vision works!**

7. Have you adjusted the school's mission and vision to changing expectations and opportunities for the sch
    changing needs and situations of students? If so, why?
    **The faculty, as a whole, decided there was no need to change the school's mission and vision. We feel, based
    goals as an organization, that we are operating consistently with the mission and vision we have established.**

B. Culture, Climate, and Inclusive Community

School climate and culture have a profound impact on student achievement and behavior and reflects the school
community. Positive sustainable school climate fosters learning and youth development.

School climate refers to the character and quality of school life that is centered on patterns of students, staff and pa
experiences of school life. School climate refers to a school's social, physical, and academic environment. It refers t
not limited to how the school makes people feel. Examples: Do they feel safe, welcomed, and connected?

Allegany County Public Schools

School culture is a set of goals, norms, values, beliefs and teaching and learning practices that reflect the organizatio structure. A related concept is school culture, which refers to the "unwritten rules and expectations" among the sch (Gruenert, 2008).

Broadly defined, positive school cultures are conducive to professional satisfaction, morale, and effectiveness, as we student learning, fulfillment, and well-being. The following examples are commonly associated with positive school

- The individual successes of teachers and students are recognized and celebrated.
- Relationships and interactions are characterized by openness, trust, respect, and appreciation.

In addition, in accordance with the Code of Maryland Regulations (COMAR) 13A.01.04.03 all students in Maryland's schools, without exception and regardless of race, ethnicity, region, religion, gender sexual orientation, language, socioeconomic status, age, or disability have the right to educational environments that are:

A. Safe
B. Appropriate for academic achievement; and
C. Free from any form of harassment.

rative or bulleted form, address your school's climate, culture, and inclusive community.

areer Center provides an environment that fosters achievement in both the academic classroom as well as in the skill areas. Sp ion students are included in all aspects of the Career Center and are given appropriate assistance when needed. The school, a es a safe environment for students and is free of any form of harassment. Teachers are given professional development in all ment as well as child abuse and neglect, suicide prevention, and mental health awareness. All staff are aware of what to do if t a problem and what steps need taken to address those issues appropriately and in a timely manner.

ts at the Career Center are recognized and celebrated for their accomplishments. Certificates are presented at three 9 week a ademic achievement, skill awards, and attendance.   At the end of the year, an awards assembly at Allegany College is held to award winners. The Certification Ceremony in May recognizes all seniors, yet focuses on those who have made contributions yond what is expected. Students are chosen as "students of the month" , and winners of skill related showcases and competiti al and state levels and are are recognized for those achievements. College and Career Ready students are acknowledged with

Allegany County Public Schools

of Distinction at Certification. Principal Award Winners, along with those who have been designated as academic award winne

cognized.   The school has a National Technical Honor Society Chapter and also recognizes the students who complete the Aca

Professions Program at the "Pinning Ceremony" in the Spring.

C.   Staff Engagement Action Plan

Student and/or Staff Engagement Action Plan

y areas of needed improvement: s/are the issue (s) that needs ssed?	From the Engagement Survey CCTE identified the following areas needing improvement; 1) Section III Morale: Acknowledging that my morale is my responsibility. 2) Section III Morale: Productive Working Relationship with My Peers 3) Section I Engagement: Communication both oral and written, with parents is alway clear and non-threatening
ctivities: What steps will be taken er to obtain the desired ne(s).	1) Teachers will be surveyed to assess factors for morale, be encouraged to submit suggestions to a suggestion box, complete exit ticket from Professional Developmen and obtain speakers on growth mindset and mindfulness. 2) Team Building Activities such as the give-away car project, productive professional development sessions, blended classrooms, teacher partnering, community service projects, health and wellness, teacher developed PD, inclusion of teachers and staf presentation of information during faculty meetings, and cross curricular involvemen 3) Positive Postcards with the additional of digital format, positive emails and calls hom

	increase article in the newspaper.
ve leader and team: Who is nsible and involved in the work?	The SIT, PBIS, and the ACTE Leadership Team, along with ALL faculty and staff members a involved.
rces: What investments (people, ment, time, etc) will be needed to but the initiative(s) gies/activities) to achieve the d outcome(s)?	For all Money for supplies, resources, and speakers.
ones: What are the major events accomplishments for this?	1) Our faculty and staff will have a valued interest in the work we complete together an overall increase in morale will occur, as well as an understanding that we are ultima responsible for our own morale. 2) Working together we will develop a positive morale as a group, understanding that through teamwork all things are possible. Our give-away car project will enable us t work together towards a common goal in ways we are not familiar with, as well as as us in learning from one another. 3) An increased presence of parents and family members at school events and visitatio will occur.

mance Metrics: What will you ure to gauge progress on your steps and to determine if the ied goal has been met?	1) Progress will be documented by a spring exit ticket at a faculty meeting utilizing the questions from the original survey. The questionnaire will be anonymous. 2) Keep a record of team activities throughout the year that have occurred, take picture and share experiences throughout the year. 3) Record of phone logs, parent attendance at all events, positive postcards sent home highlighting students achievements.
ne: Include dates for nentation of action steps.	1) Spring exit ticket, Spring 2019 2) Give-Away Car work ongoing throughout the school year, every Tuesday from 2:30 4:00 3) Phone logs-Ongoing, Parent Conferences-October 2 and March 4, Parent Meetings Ongoing, Postcards Home-Teachers are Encouraged to Send Home a minimum of Positive Note a week to one student.

SCHOOL DEMOGRAPHICS

A. Staff Demographics

Table 1			
School-based Personnel	Part Time	Full Time	Total
Administrators		2	2
Teachers		25	25
Itinerant staff	1	3	4
Paraprofessionals		3	3
Support Staff		5	5
Other		1	1
Total Staff	1	39	40

Allegany County Public Schools

Table 2					
Under each year, indicate the percent as indicated of individual in each category.	**2014 – 2015 Official Data**	**2015 – 2016 Official Data**	**2016 – 2017 Official Data**	**2017 – 2018 Official Data**	**201 O**
Percentage of faculty who are: ● Certified to teach in assigned area(s) ● Not certified to teach in assigned area(s)	81.8% 18.2%	86.2% 13.8%	93/1% 6.9%	100% 0%	97.5 2.5%
For those not certified, list name, grade level course	Welding Cosmetology HVAC Carpentry IT Networking	Welding Cosmetology HVAC Carpentry	Welding Carpentry	None	Grap
Number of years principal has been in the building	1	2	3	4	5
Teacher Average Daily Attendance	96.6%	96.1%	95.0%	94.9	

B. Student Demographics

Table 3				
SUBGROUP DATA				
SUBGROUP	**2015-2016 TOTAL**	**2016 – 2017 TOTAL**	**2017-2018 TOTAL**	**2018-2019 TOTAL**
American Indian/Alaskan Native				
Hawaiian/Pacific Islander				
African American				

Allegany County Public Schools

White	**280**	**264**	**244**	**208**
Asian				
Two or More Races				
Special Education	**59**	**57**	**45**	**40**
LEP				
Males	**172**	**172**	**164**	**135**
Females	**115**	**101**	**92**	**87**
Total Enrollment (Males + Females)	**287**	**273**	**256**	**222**
Farms (Oct 31 data)	**55.4%**	**57.54**	**51.31%**	**n/a**

C.   Special Education Data 2018-2019 School Year (As of September 30, 2018)

Table 4

Disability	TOTAL	Disability	TOTAL	Disability	TOTAL
01 Intellectual Disability	2	06 Emotional Disturbance	1	12 Deaf-Blindness	0
02 Hard of Hearing		07 Orthopedic Impairment		13 Traumatic Brain Injury	1

Allegany County Public Schools

03 Deaf		08 Other Health Impaired	13	14 Autism	3
04 Speech/Language Impaired		09 Specific Learning Disability	19	15 Developmental Delay	
05 Visual Impairment		10 Multiple Disabilities			

ATTENDANCE

Table 5	2017-2018	
School Progress Attendance Rate	**All Students AMO = 94.0%**	
Grade Level – School Level Data	**Attendance Rate**	**MET Y/N**
All Students		
Grade 11	92.9%	N
Grade 12	92.8%	N

Allegany County Public Schools

lete the table and then calculate the annual change by taking difference of 2016-27 and 2017-28 and dividing by 2016-20
sent as + or - based on increase or decrease of data.

Table 6					
Attendance Rate					
Subgroups – School Level Data	**2014-2015**	**2015-2016**	**2016-2017**	**2017-2018**	**Percent of Cha**
All Students	93.8	92.5	92.7	92.8	+.1%
Hispanic/Latino of any race	10	10	10	10	
American Indian or Alaskan native	10	10	10	10	
Asian	10	10	10	10	
Black or African American	10	10	10	10	
Native Hawaiian or Other Pacific Islander	10	10	10	10	
White	93.7	92.5	92.8	93	+.2%
Two or more races	10	10	10	10	
Special Education	93.1	94.1	92.4	92.3	-.1%
Limited English Proficient (LEP)	10	10	10	10	
Free/Reduced Meals (FARMS)	93.2	91.3	91.3	92.2	+1%

scribe where challenges are evident. In your response, identify challenges in terms of grade band(s) and subgroups, espe
ecial Education, FARMS, ELL and lowest attending.
ne of the subgroups met the goal of 94% The greatest increase was FARMS with +1% followed by white with +.2% and All s
th +.1%. The only decrease we had was in the special education population, decreasing by .1%.

scribe 2-3 strategies/processes that will be used to ensure sufficient progress and include a timeline.

Allegany County Public Schools

CTE must follow the guidelines of the traditional BOE attendance interventions and requirements. CCTE will continue to pro
rong attendance through the senior car and the junior computer giveaways at the end of the school year. Student attendance i
ghlighted through 9 week assemblies at the end of each nine weeks, the Principal's award at the end of the Senior year with a c
view at the beginning of each year. Criteria for membership in the National Technical Honor Society is reviewed at the beginn
ch year during the student grade level assembly and an induction ceremony is provided during the spring of the Senior Year.
all of these recognitions include a standard for attendance. Students with accumulated absences will continue to receive the l
tification, and are also counseled by the Principal and Vice Principal. The Principal and Vice-Principal meet frequently to dis
idents who have received notices relating to their attendance. Together they conduct meetings along with faculty members to
students of the consequences of being absent. Because each individual student has a unique set of circumstances and attenda
cords, these activities are ongoing and dependent upon the students involved.

HABITUAL TRUANCY

The Code of Maryland Regulations COMAR 13.08.01.04 states that a student is an habitual truant if (a) the student is un
absent from school for a number of days, or portion of days in excess of 20 percent of the school days within any markin
semester, or year. Habitual truancy means a student that meets all the following criteria (b) The student was absent 5 t
20 days during the school year; (c) The student was in membership in a school for 91 or less days.

Allegany County Public Schools

on the Examination of the Habitual Truancy Data, respond to the following:

nany students were identified as habitual truants?

areer Center had one student identified as being habitually truant which was .38 %.

be reasons and specific changes/adjustments in place to reduce the number of habitually truant students.

–eight hundredths of a percent is a low percentage of students to be considered as habitually truant. Therefore, we conclude t al truancy does not seem to be an issue at CCTE.

GRADUATION AND DROPOUT RATE – High Schools Only
Goal: All students will graduate from high school.

Allegany County Public Schools

Year Adjusted Cohort Graduation Rate

	All Students											
	2014-2015			2015-2016			2016-2017			2017-2018		
oup	Adjusted Cohort	Diplomas Earned	Grad Rate (%)	Adjusted Cohort	Diplomas Earned	Grad Rate (%)	Adjusted Cohort	Diplomas Earned	Grad Rate (%)	Adjusted Cohort	Diplomas Earned	Grad Rate (%)
ents	150	*	≥95.00	137	*	≥95.0	132	126	95.45	126	117	92.86
	142	*	≥95.00	131	*	≥95.00	127	121	95.28	120	111	92.5
nore races							6	4	66.7	0	n/a	n/a
Education	29	27	93.10	25	*	≥95.00	28	24	85.7	21	17	80.95
duced Meals)	77	*	≥95.00	67	*	≥95.00	74	68	91.9	66	58	87.88

3												

Year Adjusted Cohort Dropout Rate

	All Students											
	2014-2015			**2015-2016**			**2016-2017**			**2017-2018**		
oup	**Adjusted Cohort**	**# of Dropouts**	**Dropout Rate (%)**	**Adjusted Cohort**	**# of Dropouts**	**Dropout Rate (%)**	**Adjusted Cohort**	**# of Dropouts**	**Dropout Rate (%)**	**Adjusted Cohort**	**# of Dropouts**	**Dropout Rate (%)**
ents	150	*	≤3.00	137	*	≤3.00	132	4	3	126	5	3.97
	142	*	≤3.00	131	*	≤3.00	127	4	3.15	120	5	4.17
Education	29	*	≤3.00	1	25	4.00	28	2	7.14	21	0	0
duced Meals)	83	*	≤3.00	80	3	3.75	74	4	5.41	66	4	6.06

Describe where challenges are evident. In your response, identify challenges in terms of subgroups, especially Special Ed
FARMS, ELL and the subgroup with the lowest graduation rate and the highest dropout rate .
 **Students who attend the Career Center only spend 50 % of their high school career at this school. They are certified and do
 not graduate from the Career Center. There are actually no subgroup challenges evident.**

Describe the changes or adjustments that will be made and include a timeline.
 No changes or adjustments will be made.

SCHOOL SAFETY/ SUSPENSIONS

Suspension – In school and out of school suspensions

School Safety – Suspension for Sexual Harassment, Harassment, and Bullying

Complete the table for in school and out of school suspensions, offenses pertaining to sexual harassment, and offenses
bullying/ harassment. Calculate the annual change by taking difference of 2016-27 and 2017-28 and dividing by 2016-20
Represent as + or - based on increase or decrease of data.

Table 9				
SUSPENSIONS				
	All Students			
Subgroup	**2015-2016**	**2016-2017**	**2017-2018**	**Percent Change from 2017 to 2018**
Total Referrals	169	111	95	-14%
All Suspensions	155	97	85	-12%
In School	110	68	52	-24%
Out of School	45	29	33	+14%
Sexual Harassment Offenses	1	0	1	0
Harassment/Bullying Offenses	2	0	4	0

Allegany County Public Schools

Comment on the number of suspensions for your school related to these incidents and provide a plan to reduce that nu applicable.

areer Center had 169 referrals in 2015-2016, 110 in-school suspensions and 45 out-of-school suspensions. The Career Center l als during the 2016-2017 school year which is a decrease of 59, and represents a 35 % reduction from the previous year.   We l interventions and 29 out of school suspensions.   As you can see by the chart, the number of referrals have steadily decreased present. Suspensions have decreased from 169 to 95 or forty-three percent. The biggest increase in the 2017-18 school year w suspensions which increased fourteen percent. Our students continue to improve their behavior.

ACADEMIC PROGRESS

Maryland remains committed to addressing significant gains and progress for all students. As part of the 2017 Bridge to Excellence Master Plan Annual Update, LEAs are required to analyze their State assessment data, and implementation c objectives and strategies to determine their effect on student achievement and classroom practices. Schools in Allegany are required to do the same.

A.
B. **ENGLISH LANGUAGE ARTS**

Reading/ELA Data Overview

Long Term Goal: To prepare 100% of students to be college and career ready by graduation.

Short Term Goal: To increase the % of all students meeting the criteria for CCR in ELA to include FARMS, Education and Gender groups.

Reading/ELA – Proficiency Data (Elementary, Middle and High Schools)

Complete data charts using 2015, 2016, 2017, 2018 Data Results.

SCHOOL PERFORMANCE SUMMARY

CCR DESIGNATION

ENGLISH LANGUAGE ARTS

R Determination is based upon multiple measures. Each student at CCTE has the opportunity to achieve CCR status through the various oppor... d under the College and Career Readiness and College Completion Act of 2013. Some students met the standard or would have met the stand... by one or more measures. All measures are indicated. The data reflects student passing rates for each assessment noted.

SESSMENT USED GROUP/ UBGROUP	Number of Valid Students	GPA (3.0)		ELA 10 PARCC (4 or 5)		ELA 11 PARCC (4 or 5)		ACCUPLACER ELA (Local Agreement)		TSA For CTE (Varies by Program)		ELA SAT SCORE (480+)		ELA ACT SCORE (21+)		ELA AP SCORE (3+)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%
ool TOTALS	123	64	52%	39	31%	1	<1%					4	3%			2	2%
GENDER																	
Female	54	41	76%	24	43%	0	0%					4	7%			1	2%

- 2019 School Improvement Plan

Male	69	23	33%	15	22%	1	5%			0	0%		1	2%
NICITY/RACE														
an American	2	1	50%	2	67%	0	0%			1	33%		0	0%
e/Caucasian	115	59	51%	36	31%	1	<1%			3	3%		2	2%
o or More	6	4	67%	1	25%	0	0%			0	0%		0	0%
CONOMIC DVANTAGE														
No	60	34	57%	20	33%	1	2%			2	3%		2	3%
Yes	63	30	48%	19	29%	0	0%			2	3%		0	0%
DENTS WITH SABILITIES														
IEP-Yes	19	2	11%	1	15%	0	0%			0	0%		0	0%

- 2019 School Improvement Plan

IEP-No	101	61	60%	36	34%	1	<1%			4	4%		2	2%
504	3	1	33%	2	67%	0	0%			0	0%		0	0%

2. Analyze the data results for ELA 3-5; 6-8; 10 to determine underperforming areas. Include FARMS, SE and other selected focus subgroups in your analysis.

a. Analyze Data Results and Strategy Implementation from 2017-2018 SIP.

The data results show that students in all subgroups are underperforming in ELA PARCC. However, with the agreements in place, CCTE is showing progress in working toward 100% attainment of CCR. In the year 2017, 4 students attained CCR status. In 2018, 62% attained CCR. Our goal is to have 70% of the students attain CCR by the 2019 school year utilizing one of the many ways designated in the chart above.

b. Were the identified goal(s) met? If so, how will the goal be sustained?

The goal of 100% CCR attainment was not met.

Describe the gains made in focus areas.

Content teachers in English, science and social studies are working on English skills that will be tested on the NEXT Gen/A test that will be used as a local CCR standard. English skills are also being reinforced by skill area teachers through journ Skill teachers are also instructing students in skill-related curricula that will be tested on the Technical Skills Assessmen gauge for CCR.

Based on this year's data, describe the UDL strategies in the 2017-2018 plan that proved most effective

**Our plan to provide access to students in a variety of ways in order to achieve CCR speaks directly to a plan which [
Universal Design for Learning (UDL). Staff and administration have worked together to push for assessments which bes[
student achievement of skills which signify their readiness for college and careers. Students at CCTE are able to take adv[
TSA's aligned to their chosen career area, and our school has chosen to support the Accuplacer as the assessment of choi[
students.**

    c.   Establish Focus Areas

Use The Five Whys to determine the Root Cause(s) and the ACPS Goal Planning Process to address Achievement Gaps.

**There are several root causes for the poor test scores on ELA 11 in the subgroups of FARMS and special education. Stud[
IEP's do not have MCAP accommodations because CCTE did not not have a research based reading program open to al[
with low reading abilities during the 2017-2018 school year. Because CCR is not an indicator of performance which [
student from successfully completing high school, it holds less meaning to students. The Career Center did, however, ac[
this at certification with a cord to distinguish them. Failing ELA 11, however, does not prevent a student from gradu[
students know this, which is perhaps, why little effort is given by some students.**

Implement data from the DMRS in the Goal Planning Process.

**According to the DMRS, ninety-nine percent of the students who took PARCC ELA 11 scored at a Level 3 or below. Becaus[
data has shown that our students are under-performing on the PARCC Assessment, we have sought additional paths to achie[
for our students.**

Use the ACPS Goal Planning Process
Please include the following:
- What is the issue?
  The issue is that all students should attain CCR prior to leaving high school.
- What data support the need for a resolution to the identified issue?
  In the year 2017, 47% of the students attained CCR. In 2018, 62% attained CCR.
- Does the identified goal align with an initiative of the ACPS? If so, how/why does it align?

Allegany County Public Schools

The identified goal does align with the CCR goals of ACPS. Our goal aligns because CCTE uses the identified tests t **associated with college and career readiness. By using the many measures, students will be distinguished as CCR.**

- What is currently preventing the identified goal from being attained?

  If the need has been identified through a grade level reading test, students should have the opportunity for reading intervention. This class was started this year for only a handful of students. Testing scores indicate that more studer the need for a reading class. A reading inventory was given to the juniors in their English classes. Thirty-percent (29/ reading at a seventh grade level or below. This would have an impact on ELA 11 and their education in general. Ha students "buy into" the idea of CCR is also a difficulty.

- What outcome(s) will determine the identified goal has been met?

  Seventy percent of the students at the end of 2019 will attain CCR.

- What resources are not currently available to meet the identified goal?

  Reading classes with certified reading teachers are not readily available.

- What steps will be taken to fully implement the plan in the effort to reach the identified goal

  Instead of looking at subgroups per se we are looking at skill areas with the greatest need for remediation. Those stu be offered extra time in a transition class with their English teacher to recoup skills needed on the Accuplacer. The p will also talk to test takers and stress the importance of doing their best at test time. Skill instructors are meeting wit students who have not yet achieved CCR status to encourage them to focus on the Accuplacer Assessment, showing s that all staff at CCTE believe they can achieve in all areas. Because CCR can also be achieved through the passage o all students who qualify will be assessed, providing students with an additional path to achievement of CCR.

- How will implementation be monitored to reach the identified goal?

  The Principal keeps a detailed account of each student's progress toward achievement of CCR. She shares this infor faculty meetings, SIT Team Meetings, and PD. At the end of the school year, all opportunities to become CCR will b quantified.

d. **To Be Completed when 2019 PARCC data is available**

- Based on the implementation outcome (s), has the identified goal been reached?
- If the identified goal has been reached, how will capacity be sustained?

Universal Design for Learning for ELA.
How will UDL be used in the classroom to support attainment of your goals? Reflect upon the strategie
last year's plan to determine the effectiveness of the strategies. Edit the list accordingly. List 3-5 strate
each UDL principle/mode that will be used consistently during instruction to reduce barriers to learnin
provide positive academic outcomes for all students.

able 13	
DL Principle/Mode	**Representation – This is how the teacher presents the information.**

- 2019 School Improvement Plan

eans of Representation: *oviding the learner rious ways of acquiring formation and knowledge.*	Activate background knowledge Highlight patterns, features, big ideas and relationships Clarify vocabulary symbols Emphasize key elements in text "Chunk" information into smaller elements
eans for Expressions: *oviding the learner ternatives for monstrating their owledge and skills (what ey know).*	**Expression/Action- This is how the student will demonstrate their knowledge.** Students will: Set appropriate goals Communicate through multiple types of media Use various methods to respond Have access to tools and assistive technologies.
eans for Engagement: *p into learners interests, allenge them propriately, and motivate em to learn.*	**Multiple Options for Engagement** Provide means to reflect and self-assess work Present opportunities for students to collaborate Optimize individual choice and minimize distraction Provide flex grouping Provide tasks that allow for active participation, exploration, and experimentation

C. MATHEMATICS
1. Math Data Overview

Long Term Goal: To prepare 100% of students to be college and career ready by graduation.

Short Term Goal: To increase the % of all students meeting the criteria for CCR in Math to include FARMS, Speci Education, and Gender groups.

Math – Proficiency Data (Elementary, Middle and High Schools)

Complete data charts using 2015, 2016, 2017, 2018 Data Result

Allegany County Public Schools

SCHOOL PERFORMANCE SUMMARY

CCR DESIGNATION

MATHEMATICS

R Determination is based upon multiple measures. Each student at CCTE has the opportunity to achieve CCR status through the various oppor
ded under the College and Career Readiness and College Completion Act of 2013. Some students met the standard or would have met the sta
Math by one or more measures. All measures are indicated. The data reflects students passing rates for each assessment noted.

Allegany County Public Schools

SESSMENT USED / GROUP/ SUBGROUP	Number of Valid Students	GPA (3.0)		Alg II PARCC (4 or 5)		ACCUPLACER MATH (Local Agreement)		TSA For CTE (Varies by Program)		MATH SAT SCORE (530+)		MATH ACT SCORE (21+)		MATH SCOR (3+)
	#	#	%	#	%	#	%	#	%	#	%	#	%	#
pol TOTALS	123	64	52%	5	4%	21	17%			2	2%			
GENDER														
Female	54	41	76%	2	4%	1	2%			2	4%			
Male	69	23	33%	2	3%	20	29%			0	0%			
NICITY/RACE														
an American	2	1	50%	0	0%	1	50%			0	0%			

e/Caucasian	115	59	51%	4	3%	19	17%			2	2%	
o or More	6	4	67%	0	0%	1	17%			0	0%	
ONOMIC DVANTAGE												
No	60	34	57%	4	67%	10	17%			2	3%	
Yes	63	30	48%	1	2%	11	17%			0	0%	
DENTS WITH ABILITIES												
IEP-Yes	19	2	11%	0	0%	2	11%			0	0%	
IEP-No	101	61	60%	4	4%	18	18%			2	2%	
504	3	1	33%	1	33%	1	33%			0	0%	

2. **Analyze the data results for Math 3-5; 6-8; Algebra I to determine underperforming areas. Include FARMS, SE and other selected focus subgroups in your analysis.**

Analyze Data Results and Strategy Implementation from 2017-2018 SIP.

The data results show that students in all subgroups are underperforming in Algebra II. However, with the new local agre
place, CCTE is showing progress in working toward 100% attainment of CCR. In the year 2017, 47% of the students atta
status. In 2018, 62% attained CCR. Our goal is to have 70% of the students attain CCR through one of the many ways des
the chart above.

Were the identified goal(s) met? If so, how will the goal be sustained?

The goal of CCR was not met because 100% of the students did not attain CCR. The Career Center is working toward try
70% or more of the seniors to obtain the title of College and Career Ready.

Describe the gains made in focus areas.

Content area teachers are working on the math skills which will be tested on the Next-Gen/Accuplacer test that is is a l
agreement with Allegany College. These skills are being reinforced by skill area teachers. Skill teachers are also instructin
in skill-related curricula that will later be tested on the Technical Skills Assessment. Given the other parameters,
Accuplacer, AP test, and the TSA, students have taken advantage of the other opportunities to achieve CCR.

Based on this year's data, describe the UDL strategies in the 2017-2018 plan that proved most effective?

The UDL strategies that proved most effective is varying the opportunities for students to attain CCR.

Establish Focus Areas

Use The Five Whys to determine the Root Cause(s) and the ACPS Goal Planning Process to address Achievement Gaps.

There are several root causes for the poor test scores on Algebra II. Many students with IEP's take Algebra II in their s
because of the math track they have chosen. They are then tested before all concepts have been taught. Because CCR
indicator of performance which prevents a student from successfully completing high school, it holds less meaning to stud
Career Center did, however, acknowledge this at certification with a cord to distinguish them. Failing the assessment for N
designation, however, does not prevent a student from graduating and students know this, which is perhaps, why little effo
by some students.

Implement data from the DMRS in the Goal Planning Process.

Of the twenty one students taking the Algebra II PARCC, ninety percent of the students scored at Level 1. The other ten pe
Scored at Level 2. This data alone supports the use of seeking other measures to assess CCR.

Use the ACPS Goal Planning Process

Allegany County Public Schools

Please include the following:

- What is the issue?
  The issue is having 100% of the students attain CCR.
- What data support the need for a resolution to the identified issue?
  In the year 2017, 47% of the students attained CCR status. In 2018, 62% attained CCR.

- Does the identified goal align with an initiative of the ACPS? If so, how/why does it align?
  The identified goal does align with the CCR goal of ACPS. Our goal aligns because CCTE uses the identified tests th associated with college and career readiness and choosing one of those pathways and being successful will distinguish CCR.
- What is currently preventing the identified goal from being attained?
  Currently students with the poorest math skills have taken a geometry class in their junior year. Students may elect integrated math and not even sit in an Algebra II class. However, they must have taken the Algebra II MCAP as a gr requirement. Struggling students without instruction are not going to score well. Students who come to CCTE not h passed the Algebra I assessment must enroll in a Bridge Class in grade 11. The majority of these students are the stu Geometry, and because they have a clear weakness in math content knowledge coming into grade 11, they more than will not find great success on the Algebra II Assessment either.
- What outcome(s) will determine the identified goal has been met?
  Seventy percent of the students at the Career Center will attain CCR.
- What resources are not currently available to meet the identified goal?
  There is no math equivalent classes to recoup the Algebra I skills. Algebra I skills are currently embedded in the geo class via the bridge project.
- What steps will be taken to fully implement the plan in the effort to reach the identified goal?
  Current math teachers are remediating their students with Next Gen/Accuplacer materials during their designated c area teachers are doing math in their classes, as well, to reinforce the math concepts. Skill instructors are meeting w students who have not yet achieved CCR status to encourage them to focus on the Accuplacer Assessment, showing s that all staff at CCTE believe they can achieve in all areas. Because CCR can also be achieved through the passage o all students who qualify will be assessed, providing students with an additional path to achievement of CCR.
- How will implementation be monitored to reach the identified goal?
  The Principal keeps a detailed account of each student's progress toward achievement of CCR. She shares this infor faculty meetings, SIT Team Meetings, and PD. At the end of the school year, all opportunities to become CC quantified.

To Be Completed when 2019 PARCC data is available

- Based on the implementation outcome (s), has the identified goal been reached?
- If the identified goal has been reached, how will capacity be sustained?

3.Universal Design for Learning for MATH.

How will UDL be used in the classroom to support attainment of your goals? Reflect upon the strategie last year's plan to determine the effectiveness of the strategies. Edit the list accordingly. List 3-5 strat each UDL principle/mode that will be used consistently during instruction to reduce barriers to learnir provide positive academic outcomes for all students.

able 15	
DL Principle/Mode	**Representation –How the teacher presents the information.**
eans of Representation: oviding the learner rious ways of acquiring formation and knowledge.	Activate prior knowledge Vary the display of information Pre-teach vocabulary and symbols Clarify unfamiliar syntax Present key concepts in one form of symbolic representation ie. equation
eans for Expressions: oviding the learner ternatives for monstrating their owledge and skills (what ey know).	**Expression/Action- How the students demonstrates their knowledge.**
	The student will: Use a graphing calculator, geometric sketch pad or pre-formatted graph paper Break long term goals into smaller more manageable goals Use checklists and guides for note taking
eans for Engagement:	**Multiple Options for Engagement**

p into learners interests, allenge them propriately, and motivate em to learn.	Provide real-world connections Vary activities to produce authentic and engaging lessons Provide tasks that allow for active participation and experimentation Use cooperative learning groups Differentiate the degree of complexity within activities

D. SCIENCE

The Science section will be omitted for the 2018-2019 year as the transition is made to the NGSS and MISA.

E. Bridge Projects

1. **Bridge Data Overview**

   Long Term Goal: To prepare 100% of students to be college and career ready by graduation.

   Short Term Goal: To enhance the knowledge of students who were deficient on the grade 10 assessment and Math as well as Government, as a means of supporting the improvement of scores deeming students the end of grade 12 .

   Complete data charts using 2015, 2016, 2017, 2018 Data Results.

2. **Analyze the data results for Bridge to determine underperforming areas.**

   Include FARMS, SE and other selected focus subgroups in your analysis.

Bridge Class	Number Already Completed	Number Currently Being Completed	Number Com 2/1/19
English 10	46	7	53

Algebra I	20	0	20
Government	72	16	88

Administrative Leadership

PRINCIPAL'S SLOs- Please make sure your SLOs are based on critical needs identified through your data review and ba evidence (See SLO rubric)

A. Principal SLO 1

1. What is the content focus of the SLO? Describe and explain the student group (s) selected for the SLO.

Students at the Center for Career & Technical Education will be deemed as College & Career Ready (CCR) through successful attainment of the skills and/or knowledge demonstrated through the achievement of one of the following assessments designated and/or approved by the Maryland State Department of Education: PARCC ELA 10 and/or PARCC Geometry and/or Algebra II, Accuplacer, SAT, ACT, AP Exam, Technical Skill Assessment for the MSDE Designated Program, or through the achievement of an unweighted GPA of 3.0 or higher or local measures identified our college partner as indicating CCR status.

The entire Senior Class of 2019, who are eligible for designation as CCR will be monitored. The class is comprised of students, 123 of which are eligible. (2 students are SLE and will not be receiving a standard diploma) As previously no students will be omitted due to their disability unless said student is on, or becomes designated to be on, a non-diploma/certificate track. Otherwise, 100% of the students in the Senior Class of 2019 who are pursuing a high school diploma at CCTE will be targeted for this SLO.

Allegany County Public Schools

2. Describe the information and/or data that was collected or used to create the SLO.

An assessment of the data relating to the CCR Designation for the Class of 2017 revealed that of the 135 Graduates, 6 deemed as College and Career Ready (CCR) by one of the following assessments: PARCC ELA 11 or ELA 10, Algeb ACT, SAT, Accuplacer, AP, or Technical Skill Assessment aligned to CTE Program. The % of students graduating i class of 2017 being designated as CCR was 46.66% or (47%).

A deeper assessment of this data shows that 37 of the students achieving CCR did so ONLY by successful completion TSA. This represents 58.7 (59%) of the CCR Population. 3 by SAT only 0.047 or (0.05%). 13 by PARCC only 20.6 (And, the remaining 10 students (16%) achieved the designation of CCR by one or more means, indicating that, had t met it through one modality, they achieved a score on another that would have qualified them as CCR. (Example: O student met CCR through the Accuplacer AND the TSA).

An assessment of the data relating to the CCR Designation for the Class of 2018 revealed that of the 121 students at C 117 were eligible for CCR designation. Four of the students in the class were SLE students and would not be receivir standard high school diploma, therefore were not CCR eligible. In looking at the 117 eligible candidates, 78 of those were successful at passing one or more of the identified assessments making them College and Career Ready. This represented 67% of the Senior Class of 2018.

A deeper assessment of this data shows that 18 of the students achieving CCR did so ONLY by successful completion TSA. This represents 23.07 (23%) of the CCR Population. 3 by SAT only 0.038 or (0.04%). 1 student only met the d by achieving the standard on the ELA PARCC only 0.012 ((0.01%). And, a large majority of our students 47 out of tl 60.26% achieved the designation of CCR by passing one or more assessments, indicating that, had they not met it thr modality, they achieved a score on another that would have qualified them as CCR. (Example: One student passed b PARCC ELA 11, the PARCC Alg II, the Technical Skill Assessment aligned to her Skill area, and she met the standa SAT score in English).

3. How does the SLO support the Goal Planning Process and School Improvement Goals and Strategies?

The SLO ties directly into the collection of data relevant to our goals of improving the performance of students in ord deem them as college and career ready. Since our school is a grade 11 and grade 12 school, we have no ability to teac content aligned to the graduation assessments (Grade 10 ELA and ALG I). Therefore our area of focus is CCR and t

focuses on a variety of assessments that can be used to ensure our students have the ability to take advantage of the p
CCR which best serves them. This plan also aligns nicely with UDL, in that it essentially allows "choice" in the path
achievement.

4.   Describe what evidence will be used to determine student growth for the SLO.

Student progress will be measured using the following % Calculation:
Insufficient Attainment: 55% or below of all targeted students are designated as CCR
Partial Attainment: 56% to 69% of all students targeted achieve the designation of CCR
Full Attainment: 70% or more of all targeted students at CCTE will achieve the designation of CCR

In 2017, only 47% of students achieved the designation, and in 2018, 67% achieved the designation. In order for Full
Attainment to be reached for the 2019 school year, an improvement of 3% is needed which is a minimum of 86 stude
achieve CCR in order for Full Attainment to be Met based on the population of 123 students.

B. Principal SLO 2

1.   What is the content focus of the SLO? Describe and explain the student group (s) selected for the SLO.

Students enrolled in State Model CTE Programs at CCTE, that have an identified aligned Technical Skill Assessmen
will demonstrate proficiency by receiving a passing score on a TSA available to them for their selected program. Stud
enrolled in a program with more than one TSA available for their selected program will pass at least one assessment
to be considered as having demonstrated proficiency in content. This measure is monitored through MSDE for the p
of determining Program Quality Index, which is the data collection that is required for CTE.

The student population targeted for the purposes of this SLO will be those students enrolled in Level II courses who
TSA available to them aligned to industry standards. ALL state model programs, with a state identified TSA availab
utilized for the purpose of this data collection.

Allegany County Public Schools

Students who have demonstrated a class average of 80% or above for all classes taken in the designated program by the 3rd nine weeks of the Senior Year will be targeted for taking the TSA available to them, as long as they have been attendance 75% of the class meetings. Course instructors may choose to forgo the standard above if they feel there is for the student to pass the TSA, or if they feel extenuating circumstances exist which kept the student from meeting t standard. The exact number for the student population will be unknown until the end of the 3rd nine weeks. It is als this school year, to increase the amount of students taking the TSA.

2. Describe the information and/or data that was collected or used to create the SLO.

Technical Skill Assessment (TSA) Data is a data point recognized through PQI at the state level. State Model Progra CCTE must report data each year to MSDE regarding the total number of students passing the assessment in compa the number of students taking the assessment. This data is then calculated and included in the Local Perkins Accou Report (LPAR). A local target is set yearly for systems to strive to meet.

During school year 2016, of 112 students taking a TSA, 70 of them passed one or more assessments aligned to the sel program. Therefore 62.5% of students taking the TSA passed the assessment. The skill areas assessed during 2016, their data, were:
Academy of Health Professions: 14/14 students = 100%
Auto Collision: 4/8 students = 50%
Auto Technology: 9/10 students = 90%
Business Administrative Services: 0/4 students = 0%
Cosmetology: 4/13 students = 31%
Engineering: 7/7 students = 100%
Graphic Communications: 10/20 students = 50%
Interactive Media: 1/4 students = 25%
IT Networking: 8/9 students = 89%
Law Enforcement: 13/13 students = 100%

During school year 2017, 77 students took the state aligned Technical Skill Assessment (TSA) for their designated Pr Study, 54 passed. This represents 70.13% of students acquiring a passing score.
Academy of Health Professions: 13/13 students = 100%

Allegany County Public Schools

  Auto Collision: 4/9 students = 44.44%

  Auto Technology: 9/9 students = 100%

  Cosmetology: 2/13 students = 15.38%

  Engineering: 3/3 students = 100%

  Graphic Communications: 3/5 students = 60%

  Interactive Media: 4/5 students = 80%

  IT Networking: 4/8 students = 50%

  Law Enforcement: 12/12 students= 100%

During the 2017-2018 school year, 10 CTE Programs were assessed using the identified TSA available for their indivi
programs. Of the 67 students taking a TSA 62 students passed the assessment, resulting in a 92.53% Pass Rate. Indiv
Results per Program were:

Academy of Health Professions: 21/21 students = 100%

Auto Collision: 4/4 students = 100%

Auto Technology: 4/4 students = 100%

Cosmetology: 3/7 students = 42.85%

Culinary: 3/4 = 75%

Engineering: 10/10 students = 100%

Graphic Communications: 2/2 students = 100%

Interactive Media: 5/5 students = 100%

IT Networking: 4/4 students = 100%

Law Enforcement: 6/6 students= 100%

3. How does the SLO support the Goal Planning Process and School Improvement Goals and Strategies?

This SLO aligns directly with the goals established by CCTE. Since CCTE is a career and technical education school
assessments are a meaningful part of most programs, and demonstrate true growth of student knowledge in their cho
area. Not only does achievement of the TSA allow students to leave with industry certifications under their belt, thus
them a more desirable candidate for post-secondary education or employment, but the achievement of the TSA also s
an indicator for CCR. Our focus as a school, in improving the percentage of student achievement under CCR, will b
impacted by the % of students able to successfully complete their aligned TSA. Additionally, the achievement of TS
indicator of performance in which we are judged on as a CTE School.

4. Describe what evidence will be used to determine student growth for the SLO.

Student progress will be measured using the following % calculation:

Insufficient Attainment: 65% or below passed the TSA
Partial Attainment: 66% to 78% of all target students achieve a passing score on one or more of the TSAs aligned to program
Full Attainment: 79% or more of all target students achieve a passing score on one or more of the TSAs aligned to th program

Cosmetology students must pass both the Theory and Practical Exams in order for them to be counted as achieving a score. Having 79% of students pass the TSA aligned to their program will signify an increase in expectation over last year's standard for full attainment, by increasing the standard by 5%. The current expectation of the state department identified in the 2017 Local Accountability Report, has the 2018 Local Target set at 75.80%. We far exceeded this m the first time last school year, and wish to continue progress toward not only meeting this measure consistently, but s exceed the measure. Furthermore, our goal is to exceed the state performance in this category each year, which we w to do last school year, where the state measure was 78.04%. Therefore, in 2018-2019, we wish to set our target at 79% Attainment, which would exceed both the local target and the state measure identified in the PQI data released durin year 2017-2018.

Allegany County Public Schools

MULTI-TIERED SYSTEM OF SUPPORT

e include a copy of your MTSS Practice Profile. This profile can be attached to the end of the Plan. Make su
w your goal planning process to show the integration and linkage between your goal planning process and
priorities.

Based upon the results of the MTSS Practice Profile, what are the priority/priorities that the MTSS team selected?

Continuation of collaboration to understand the elements of the GRR Model, including focused instruction and guided nstruction, to support student learning.

   a. How will the priority/ priorities be addressed?

These priorities will be addressed through a designated plan established by the SIT Team and shared with the faculty for input We began working last year on the GRR Model by conducting our book study as a team to better understand the elements of the GRR. This year the Social Purpose has been added which was introduced at the principal's staff development day in August. Teachers will be implementing the Social Purpose along with the Content and Language purpose in their daily instruction. Professional Development is ongoing and shared with all staff throughout the year with a focus on GRR.

Allegany County Public Schools

   b. **What district support is needed to address your priority/priorities?**

Continuation of professional development relating to the GRR Framework to be presented at the various school based and supervisor PD Opportunities throughout the year. Focus on full implementation of the GRR Model through the addition of Collaboration and Independent Practice has begun in 2018-2019. Content, Language and Social Purposes are being practiced the classroom at CCTE.

POSITIVE BEHAVIORAL INTERVENTION & SUPPORTS OR BEHAVIOR MANAGEMENT SYSTEMS

ding to COMAR 13A.08.06.01 defines Positive Behavioral Interventions and Support program (PBIS) means the research-b ns approach method adopted by the State Board to:

a. Build capacity among school staff to adopt and sustain the use of positive, effective practices to create learning environments where teachers can teach and students can learn; and
b. Improve the link between research –validated practices and the environments in which teaching and learning occur.
c.
Based on the examination of the discipline data, please describe strategies to support/improve the implementation of t framework in your school.

Data indicates that schools years:

   2015 – 2016:   169 office referrals   2016 – 2017: 111 office referral   2017 – 2018:   95 office referrals

There are strategies reviewed with teachers indicating discipline issues that teachers can address verses discipline issues that administrators should address. This information is displayed in the teacher handbook. The information is reviewed with eac during teacher workshops. Additionally, each classroom was provided a poster with the key word "PRIDE" on it. Each lette I-D-E describes a positive action that the staff at CCTE hopes students recognize, follow, and becomes a part of daily life.

Allegany County Public Schools

Furthermore, support to students will be offered in a variety of support and staff groups. Programs such as the Pupil Service local counseling services from various agencies, referrals to outside support agencies, in-school-intervention support staff, th counselor, IEP and 504 support staff, and continued parent contact and support are all examples of strategies CCTE has put to support the PBIS framework.

Describe any research-based strategies/ interventions for students needing Tier II behavior support in addition to Tier I behavioral support.

Students that need Tier II behavior support have numerous means of behavioral support. Support to students will be offered variety of support and staff groups settings. Programs such as the Pupil Service Team, local counseling services from various referrals to outside support agencies, in-school-intervention support staff, and continued parent contact and support are all of strategies CCTE has put in place to support the PBIS framework. Additionally, behavioral assessments and plans are dev assist students with issues.

n XII: Non-Title I Schools
y and Community Engagement

Parent/Community Involvement Needs

be in a narrative your school's family and community engagement. Support with data (i.e. volunteer hours, percent of family/comm pation from sign in sheets, type and number of parent activities, etc.).

t support is important at CCTE. Parents help with fundraisers in many of the clubs and skill areas. Our Open House and Ba l nights are well attended by parents as well as community members. Parents travel to the SkillsUSA competitions to support en. Parents volunteer as chaperones on field trips and help out with classroom activities. Parents also attend the Honor Socie ion, Recognition Banquet, AHOP pinning ceremony and the Veterans Day Program. We also have parents and community m rve on various committees such as PAC , LAC, Mock Interview, ACPS Bldg Trades Foundation, and P-TECH Steering Com

Parent Advisory Committee 2018 - 2019

Name	Position

Allegany County Public Schools

Kimberly Mckay	**Parent**
Laura Rivers	**Parent**
James Robertson	**President ACPS Bldg Trades Foundation**
***Can provide listing of all PAC Members, LAC Members, Mock Interview Members, ACPS Bldg Trades Foundation Members, and P-TECH Steering Committee Members upon request.**	**Various Membership Categories with over 100 Serving**

n Title I Parent Involvement Plan

der the "Position" column, identify the school's representative and alternate for the county Parent Advisory Council with "PAC." Ide
her members as Parent, Teacher, Community Member, and so forth. **The committee must represent a cross section of the school co**

CCTE   PARENT INVOLVEMENT PLAN

Expectations

reer Center recognizes the importance of forming a strong partnership with parent/family and community members in order to pos
the students in our school. To promote effective parent/family engagement, the staff welcomes and encourages parents and comm
ers to join them in activities identified in the Action Plan as follows:

I   – Shared decision-making opportunities

II   – Opportunities to build and increase understanding, communication, and support between home and school

III   – Formal and informal evaluation of the effectiveness of parent/family engagement activities

Allegany County Public Schools

IV – Activities that promote a positive environment of high expectations shared by home and school

Goal: By offering opportunities to build parent capacity in school decision making, in understanding academic standards, and in inc to support academics at home, the school will meet their targeted goals.

Action Plan

Requirements	Description of Activities/ Actions/Initiatives	Date(s)	Who should yo for more inform
red Decision Making The parent involvement plan is developed with input from parents.	• Allegany County Parent Advisory Committee • CCTE School Improvement Team	**Monthly** **Quarterly**	**Superintenden** **Principal**
ilding Parental Capacity Provide assistance to parents in understanding the State's academic content standards and students academic achievement standards, and State and local academic assessments. Provide materials and parent trainings/ workshops to help parents improve their child's academic achievement Ensure information is	● Annual Back to School Night ● Annual Open House ● Annual Skills Showcase ● Parent Conferences ● ASPEN Online Grading ● Local Advisory Council meets bimonthly. ● Nine week assemblies ● Veteran's Day Program ● IEP & 504 Meetings ● Skills USA/FBLA Events ● CCTE Awards Night & Reception ● Certification Ceremony ● Tri State College Night ● Financial Aid Workshop ● Parent Newsletter	August February December October Ongoing Bimonthly Quarterly November Bimonthly 9 weeks May November April Monthly	Principal Vice-Principal Guidance Couns CCTE Faculty & CTSO Advisors Local Advisory C Program Adviso Business Partne Guidance Couns

presented in a format and/or language parents can understand. PRovide full opportunities for participation of parents of students from diverse backgrounds.	Business/community reps and a parent rep. • Program Advisory Committees made up of Community Business Partners and Parent Representatives Business/community reps and a parent rep. • Program Advisory Committees made up of Community Business Partners and a parent Representative Teams of parents from diverse background	On-going On-going	
Requirements	**Description of Activities/ Actions/Initiatives**	**Date(s)**	**Who should yo for more inforr**
eview the Effectiveness ffectiveness of the school's tal involvement activities will iewed.	Back to School night and Open House averages over 100 guests. Parent Conferences are not well attended.	August October February	Principal Vice-Principal Guidance Couns

- 2019 School Improvement Plan

ther School Level Parent ement Initiatives Based ce Epstein's Third Type olvement: Volunteering	Field Trips Mock Interview Judges	On going March	Principal Chairpersons

y two or three strategies that you will use this year to increase parent participation and parent awareness in academic/instructional ocesses. Please include a timeline for implementation.

ts will be invited to the awards assemblies at the end of each nine weeks. Phone logs will be completed by teachers to indicate arents concerning issues with their students. Teachers will send postcards that inform parents or guardians that their child i ning noteworthy. Parents, grandparents, relatives, and alumni are also invited to partake in the Veteran's Day program at the CTE Alumni Facebook Page will continue to be updated and photos and accomplishments of students shared frequently for p nd it difficult to come into the school. This platform has become very popular and is managed by the Principal and select skil

n XIV.

sional Community for Teachers and Staff- Standard 7

it comes to closing the achievement gap for any group of students, we know that focused and targeted professional lear
l feature of the school improvement effort.   What school based professional learning will be/has been coordinated this y
ss your school's achievement gaps?

Professional Learning Title:

Date (s):   August 22, August 27, October 17,

Location and Time: (Aug 22 & 27, Oct 17) CCTE Professional Development Days

Intended Audience: ELA, Math Teachers and SEF to look at CCR data

CCTE faculty and staff

What changes are expected to occur in the classroom as a result of this professional learning?

Allegany County Public Schools

School Based Professional Development Days at CCTE, the Gradual Release of Responsibility Framework is ALWAYS included in t
to be shared. As a result of the professional development, all teachers at CCTE are familiar with and committed to the direction o
work as a way of improving the instructional opportunities for all students. CCTE Teachers are implementing practices of Focused
Instruction, and identifying Content Purpose and Language Purpose Statements within plans daily. This year we have also imple
cial Purpose.

glish and math teachers were focused on those students who are not already College and Career Ready. As a group we decided t
ll area students in need of transitioning and then retesting for CCR. Skill teachers were then included to help with transitioning o
ied students. Special Education Teachers helped with inclusion responsibilities.

What knowledge and skills will the participants attain in this professional learning to make these changes happen?

owledge obtained by teachers with regard to Focused Instruction, Guided Instruction, Flex Grouping, Language Purpose, Content
Purpose, CCR Data, and the Evidence Statements has allowed our teachers to collaborate and develop plans to target weaknesses
ghtful approach to instruction using the GRR.

and math teachers will gain knowledge of accuplacer content as well as ways in which to focus instruction yet include all studen
ed in the classes. Skill teachers of those identified students will provide lessons encompassing skills to be tested.

How will you measure the implementation of the the knowledge and skills in the classroom?

plans, observations, evaluations, walk-throughs

acer results

ı XV.

;ement Plan

ow will the plan be shared with the faculty and staff?

IT Team members will review the plan together, making additions/deletions prior to sharing with the entire faculty. The plan e shared with faculty upon completion and review of SIT team.   An update regarding the development of the school improver lan will be shared with the faculty at a future school based professional development days and/or faculty meetings. The final ocument will be reviewed with the faculty prior to its evaluation by the central office team. Each faculty member will receive a lectronic copy of the monthly school improvement team meeting minutes, faculty meetings, or team/department meetings. The nplementation and evaluation of the plan will be discussed at regularly scheduled faculty meetings.

ow will student progress data be collected, reported to, and evaluated by the SIT?

t the end of each quarter, the SIT will gather and analyze all data using current PARCC scores, HSA scores, Accuplacer score SA's, attendance and discipline. The data will be evaluated and used to monitor the progress of special education students and ARMS. After the data has been gathered, the principal will meet with the appropriate teams to discuss ways of closing the gap ata discussions are currently held with all skill and academic teachers.

ow will the SIP be revised based on student progress and the method(s) used to measure student progress?

fter analyzing the quarterly data, the SIT will revise the plan as necessary to ensure that instruction, professional developmen nd support programs meet the needs of students, as well as teachers.

Allegany County Public Schools

/hat role will classroom teachers and/or departments have in implementing and monitoring the plan?

ach teacher receives an electronic copy of the SIP for review and/or contributions. Since the plan is based on CCR improveme
fforts, all teachers work together to support the students in passing the tests, completing the bridge projects and/or reaching th
omposite. Additionally, a focus on increasing the number of students who take and pass the TSA will be made with the Skill
nstructors. Increasing in this regard will allow students to achieve CCR for both ELA and Math. Through our staff developm
ll teachers will be involved in implementing the objectives of the plan. Teachers in English and Math, as well as Skill Area
eachers and Administration, will encourage students to take the exams seriously and try their best when participating in any
ne areas that provide CCR.

ow will the initial plan be shared with parents and community members?

t parent conference sessions, copies of the school improvement plan will be available for review by the parents. A copy of the S
lan will be placed on the school website. Any interested person may request a copy of the plan, and faculty will be available to
iscuss it at any time.

ow will revisions to the SIP be presented to the staff, parents, and community?

ollowing approval of the plan, changes will be shared with each faculty member electronically and a new version will be sent t
ach faculty member. The implementation and evaluation of the plan will be discussed at regularly scheduled faculty meetings.
arents will be provided with a copy of the SIT plan upon request and may review it on the school's website. The community w
e made aware of the plan through the LAC. All updates will be made to any hard copies available for review upon request.

/hat assistance does the Central Office need to provide in developing, monitoring, assessing, and implementing the plan?

pon request from the SIT chair, Central Office staff will attend SIT meetings to provide assistance. The Central Office will al
rovide linkages with MSDE and other educational agencies. They will also assist in planning professional development activiti
review team comprised of Central Office staff will review the plan using the SIT rubric. The review team will meet with the S
eam from the Career Center after that date to review the implementation of the plan. The Central Office has been very suppo
its understanding that the plan for CCTE is unique and the focus of targeting CCR is realistic for the school, its staff, and th
1th and 12th grade students it serves.

st the approximate dates and/or calendar for sharing, monitoring, and revising the plan.
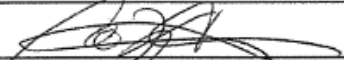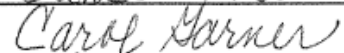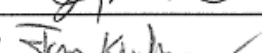
Allegany County Public Schools
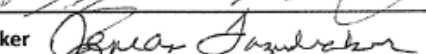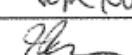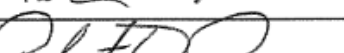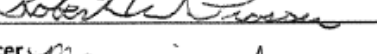
- 2019 School Improvement Plan

Date	Person(s) Responsible	Activity
September 4-October 30	*Jemma Crowe, Carol Garner, Candy Canan*	*Writing of the SIP Plan* *Input Gathering from CCTE Staff* *Sharing of Plan with SIT*
November 30	*Jemma Crowe*	*Plan due to Trina Simpson*
December 2018-January 2019	*Jemma Crowe, Carol Garner, Candy Canan* *Jenean Fazenbaker, Richard King*	*Review of the SIP Plan*
January-May	*Principal, SIT CHAIR, SIT Team/Faculty*	*Sharing of Approved Plan with Faculty and St* *Review of CCR Data* *Revision of SIP*

Allegany County Public Schools

Use this page to identify the members of the School Improvement Plan's team. Please include their affiliation/title.

Name (Print and Sign)	Affiliation/Title
Candy Canan	Principal
Jemma Crowe	SIT Chair
Pam Bittner	Instructional Leader
Carol Garner	Instructional Leader
Brenda Blackburn	Instructional Leader/AHOP Instructor
Brody Mackert	Social Studies Teacher
Jenean Fazenbaker	Guidance Counselor
Tom Krukowsky	Interactive Media Instructor
Harry Morgan	Automotive Technology Instructor
Robert Prosser	Engineering/Industrial Manufacturing Instructor
Marianne Spencer	SEF